DOCUMENT RESUME

ED 342 822 UD 026 700

AUTHOR	Weis, Lois, Ed.
TITLE	Class, Race, and Gender in American Education.
REPORT NO	ISBN-0-88706-715-8
PUB DATE	88
NOTE	329p.
AVAILABLE FROM	State University of New York Press, State University Plaza, Albany, New York 12246 ($57.50 hardcover--ISBN-0-88706-715-8; $18.95 pbk--ISBN-0-88706-716-6; $2.00 postage and handling).
PUB TYPE	Collected Works - General (020) -- Reports - Research/Technical (143) -- Information Analyses (070)
EDRS PRICE	Document Not Available from EDRS.
DESCRIPTORS	Academic Achievement; Black Students; Educational Environment; Elementary Secondary Education; *Equal Education; Females; Hispanic Americans; Mathematics Education; Postsecondary Education; *Racial Differences; Racial Identification; Racial Integration; Science Education; Self Concept; *Sex Differences; Sex Role; *Social Differences; Social Integration; Social Stratification; Social Structure; Socioeconomic Status; *Track System (Education); Urban Education; White Students
IDENTIFIERS	Appalachia; Hispanic American Students

ABSTRACT

This volume of essays on class, race, and gender in American education contains an introduction by Lois Weis. Cameron McCarthy and Michael W. Apple contributed an overview, "Race, Class, and Gender in American Educational Research: Toward a Nonsynchronous Parallelist Position." The book has two parts. Part 1, "Different Knowledge, Unequal Structures, Unequal Outcomes," comprises the following papers: (1) "Nested Contexts" (Sally Lubeck); (2) "Hispanic-American Children's Experiences in Classrooms: A Comparison between Hispanic and Non-Hispanic Children" (Flora Ida Ortiz); (3) "Gender Identity and the Technology of Office Education" (Linda Valli); (4) "Tracking in Mathematics and Science Education: A Structural Contribution to Unequal Schooling" (Jeannie Oakes); (5) "Hispanic Student Retention in Community Colleges: Reconciling Access with Outcomes" (Amaury Nora and Laura Rendon); and (6) "A Rationale for Integrating Race, Gender, and Social Class" (Christine E. Sleeter and Carl A. Grant). Part 2, "Cultural Forms in School," comprises the following papers: (1) "Class Stratification, Racial Stratification, and Schooling" (John U. Ogbu); (2) "High School Girls in a De-Industrializing Economy" (Lois Weis); (3) "Black Visibility in a Multi-Ethnic High School" (James Stanlaw and Alan Peshkin); (4) "Urban Appalachian Girls and Young Women: Bowing to No One" (Kathryn M. Borman, Elaine Mueninghoff, and Shirley Piazza); (5) "Black Cultural Forms in Schools: A Cross-National Comparison." (R. Patrick Solomon); (6) "Women's Ways of Going to School: Cultural Reproduction of Women's Identities as Workers" (Dorothy C. Holland and Margaret A. Eisenhart); and (13) "Symbolic Economy of Identity and Denial of Labor: Studies in High School Number 1" (Philip Wexler). Each of the papers includes a list of references. Information about the authors is appended. An index is included. (BJV)

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